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ABSTRACT

The basic assumptions underlying this curriculum design are: (1) teachers and librarians in elementary and secondary schools are both concerned with the total cycle of student learning and (2) teachers and librarians guide student learning more effectively when they work together as a teaching team. The teacher's contribution is on the overall planning and coordinating of the learning engagements, and on the subject matter and concepts to be learned. The librarian's contribution concentrates on building the use of library materials into the instructional program. The curriculum design is presented under the following main headings: (1) Introduction, (2) Rationale of the Curriculum Design, (3) Curriculum Program (Chart), (4) Core Curriculum Program - Part One, (5) Core Curriculum Program - Part Two, (6) Body of the Curriculum - Joint Program with Future Teachers, (7) Internship, (8) Master's Seminar and (9) Other Aspects and Interpretation of the Curriculum Program. (Author/NH)

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Education of the School Library Media Specialist; Position Paper Presented to the Curriculum Committee, Graduate Library School, Kansas State Teachers College, Emporia, October 21, 1970

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Education of the School Library Media Specialist

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Education of the School Library Media Specialist

Introduction

This curriculum design for the education of the school library media specialist is a position paper which was prepared in connection with my work as a member of the Curriculum Committee, Graduate Library School, Kansas State Teachers College, Emporia.

The core curriculum is based largely on the ideas set forth on behalf of the faculty by the former Director of the Graduate Library School, Dr. Robert Lee, in the 1969 Library School Review, p. 1-2. Other ideas have been derived or reinforced by discussion with the faculty of the School, particularly Mrs. Margaret Stutzman and Mrs. Marjorie Sullivan. The final form and combination of the ideas in this presentation are solely the responsibility of the author, however, and do not necessarily reflect the philosophy, policy, or plans of the Curriculum Committee and the Graduate Library School, Kansas State Teachers College, Emporia.

Although the School did not apply for a Knapp Foundation grant to support an innovative education program for the school library media specialist, the emphasis of this presentation was inspired by the American Association of School Librarians, Knapp School Library Manpower Project.

Rationale of the Curriculum Design

The basic assumptions underlying this curriculum design are: (1) Teachers and librarians in elementary and secondary schools are both concerned with the total cycle of student learning: formulating learning objectives, implementing the objectives, and evaluating outcomes; and (2) Teachers and librarians guide student learning more effectively when they work together as a teaching team.

The major emphasis of the teacher's contribution is on the overall planning and coordinating of the learning engagements and on the subject matter and concepts to be learned. The librarian's contribution concentrates primarily on building the use of library materials into the instructional program through exercise of his special bibliographic expertise. But the contribution of both is most effective only when made in direct collaboration and interrelationship with each other.

The concept of the librarian as an active and integral member of the teaching team has not yet been fully explored and incorporated into elementary and secondary teaching practices in all its implications. The graduate library schools must exercise a leadership role by preparing future school library media specialists to take initiative in this regard on the job. Adequate means by which the point of view of the teacher and that of the librarian can be explored simultaneously need to be explicity built into their preparation. These points of view are components of an essential team contribution to students' learning.

Future teachers and librarians need the opportunity to (1) function as a team in planning, preparing, implementing, and evaluating instruction; (2) explore educational issues and problems, as well as aspects of administration such as scheduling, which bear on effective team performance; and (3) identify library services needed by teachers, such as a current awareness service to enable teachers to keep informed about new children's materials.

On the job, teachers and librarians will more likely work together as a teaching team if they have done so as part of their preparation. In those elementary and secondary schools where incorporation of media into the instructional program is at a minimum, a teacher or librarian who has received prior preparation in the teacher-librarian team approach will more likely be equipped to initiate and conduct demonstration projects in selected subject areas to illustrate the value of the approach. He will more likely be able to act as an effective change agent toward improving conditions which would facilitate the implementation of a joint teacher-librarian contribution to the instructional program.

At present, teacher education programs and programs for school library media specialists do not generally provide sufficient opportunity for the students to grasp the full significance of their future team roles nor to perform them in a student capacity. School library media specialists

may not have acquired the skills and poise to work with students individually and in groups and to be at ease in the classroom. Schools of education present a curriculum from the point of view of the teacher. Library schools present a curriculum from the point of view of the librarian. In some instances, literature courses are taken simultaneously by future teachers and librarians. But the philosophy and techniques of the teaching partnership role are fully incorporated into the program only when the opportunity for teacher-librarian practice is provided.

Teachers and librarians would preferably be prepared through curricula which incorporate a model of how they will desirably perform as practitioners. Toward this end, a selected number of courses, including field work, would be devoted to the joint preparation of teachers and librarians in such a way that the role of the teacher and that of the librarian as members of a teaching team are explored and performed. These courses would be taught by a team consisting of an education professor and a library science professor. Wherever appropriate, learning activities would be designed to permit teacher-librarian student teams to plan, prepare, implement, and evaluate instruction as they will later do on the job, as well as to analyze related aspects of the total educational environment.

Following is a detailed presentation of a design for a Master of Library Service degree program for the school library media specialist which would incorporate active

joint preparation with the students in a Master of Education program. The library science students, as well as the education students, would enter their respective Master's programs as certified teachers. Official policy of the American Library Association specifies the Master's degree as the minimum preparation for the first professional category of librarian. See "Articulation," for a brief discussion of the problem raised by certification of teachers on the undergraduate level and for comment on an alternative.

The education courses referred to below in this particular program description are offered for graduate credit and are taken from the Bulletin of Information, School of Graduate and Professional Studies, Department of Curriculum and Instruction, Kansas State Teachers College, Emporia. These courses are shown in order to provide examples. The views expressed in this paper on the education of the school library media specialist do not necessarily reflect the philosophy, policy, or plans of the Kansas State Teachers College, Emporia.

The suggested Master of Library Service degree program for the school library media specialist aims to develop in students the following behaviors:

(1) To perform the duties required of the school library media specialist, through utilization of the appropriate knowledges and abilities. The duties have been defined and the required knowledges and abilities identified

by the American Association of School Librarians, School Library Manpower Project.

(2) To relate the contribution of school library media service to that of all other types of libraries, through the ability to develop appropriate cooperative programs.

(3) To demonstrate, through satisfactory performance in group work, field practice, and the internship, the attitudes which are characteristic of superior professional workers, as established by Combs (Combs, Arthur W., "Human Aspect of Administration." Colorado Journal of Educational Research, vol. 9, Spring 1970, p. 9-15): empathy, belief in the worth of others, self acceptance, desire to free rather than control people, and self disclosure which creates in others authentic expectancy.

Library science students would preferably pursue the year and a half Master's program without interruption, but part-time students could be accommodated. The overall curriculum plan comprises a two-part core curriculum to occupy the first fall semester. The core would be taken only by the library science students, at which time the education students would be involved with their education core curriculum. The first part of the core curriculum would consist of background knowledge fundamental to the preparation of all types of librarians. The second part would present an overall view of school library media service. The two parts would be divided by a week's visit to libraries of various types in a major city.

Part Two of the core would be followed by a week's observation of and participation in an outstanding school library media program. In the body of the curriculum, courses and field work would then be taken jointly with teachers enrolled in the Master of Education program to extend through the spring semester and summer school, sessions one and two. An internship would follow for a determined period during the following fall semester with a master's seminar during the final week of the fall semester. Following is a summary representation of the curriculum design:

3	Fall Semester (second)	Master's Seminar Internship
2	Summer Session 1 and 2 Spring Semester	Body of the Curriculum: Joint Program with Future Teachers
1	Fall Semester -- Second Half	Field Trip and Work Activity Core Curriculum Program: Part Two
1	Fall Semester -- First Half	Field Trip Core Curriculum Program: Part One

Core Curriculum Program: Part One

The first half of the core curriculum is basic to the planning, provision, and evaluation of all kinds of library service to all kinds of users. The development of professional skills requires not only bibliographical expertise but also the knowledges and abilities which enable the librarian to understand and serve other human beings as individuals and in groups, within a changing political, social, and communications environment. The courses pick up appropriate threads in these areas from the undergraduate curriculum and weave them into the graduate program. This continuity between the undergraduate and graduate curricula is based on the assumption that there should not be a sharp break between undergraduate liberal education and graduate professional study.

Following are descriptions of the five core courses devoted to necessary backgrounds for the determination of present and future needs which depend on transmission of the human record for their fulfillment. The course structure is largely based on ideas set forth on behalf of the faculty by the former Director of the Graduate Library School, Dr. Robert Lee, on p. 1-2 of the 1969 Library School Review. No credit hours are assigned. Classes would be scheduled to meet at specific times, but the actual time spent in meetings of the class as a whole, in small group meetings, or in independent study would be determined by

the professor and students according to needs growing out of specific learning objectives. The traditional word, "course," is defined here as incorporating a more flexible structure than that which the word usually connotes.

Core 1: Community: Means of identifying social and individual needs for knowledge, information, and recreational material. Systematic inquiry into the historical, political, economic, sociological and philosophical factors affecting the role of libraries and library systems in society. Social systems and sub-systems. Reading, listening, and viewing interests and user studies. Problems of stability and change in society. The sociology of professions and professional associations with emphasis on librarianship. Library agencies and institutions, as well as other agencies and institutions, which attempt to fulfill informational and communication needs and the interrelationships among them. Relation of the library's function in regard to all types of data bases, such as credit bureau ratings, census information, etc.

Core 2: Communications: Communication theory, history, social purposes, processes, and technology of communications of all kinds, including language, the mass media, the knowledge and publishing industries, technological devices, satellites, ethical and moral issues in communications. How knowledge and information are produced, disseminated, controlled, and used within social systems and sub-systems.

The library's function as producer of materials. Physical preparation and preservation of materials.

Core 3: The Nature of Information and Knowledge (organized relationships derived from information): The characteristics of information and knowledge in all forms. Perception theory. Learning theory and motication. Levels of information and knowledge, broadly defined, ranging from the child's picture book to scholarly reporting. Readability and the psychology of reading. Analysis, comparison, and evaluation of the elements of bibliographic and subject organization of all kinds of materials in various sources, such as bibliographies, catalogs, indexes, abstracts, state of the art reviews, and data banks, for different types of users and levels of use. Accessibility of information and knowledge. The three broad subject areas: sciences, social sciences, humanities -- major concepts; research methodology; evaluation, selection, retrieval, and use of the literature and data in these areas.

Core 4: Interpersonal Relations: Development in regard to library services of attitudes, motives, values, and a sensitivity to people. Human development, mental and emotional health. The processes of decision making, interpersonal relations and leadership which effect change. Creative problem solving. Individual and organizational behavioral science concepts and group dynamics as a basis for free and reciprocal exchanges especially across ethnic,

racial, and cultural lines. Organization theory and principles of administration, management, interviewing, report writing. Program planning, implementation, and evaluation on an individual and group basis. Adult education principles and techniques.

Core 5: Research: Study and evaluation of research in library science and related fields. Identification of research needs. Systems analysis and evaluation of library services and activities as a basis for policy and decision making and systems design in providing library services for people.

Field Trip: One week field trip to various types of libraries in a major city. Overview of library service to various user groups and the interrelationship among the same and various types of libraries in serving user needs through cooperative measures.

Core Curriculum Program: Part Two

Core 6: Library Services to Children and Young Adults: This section of the core curriculum provides an overall systems view of the school library media service program, including administration and all other aspects of the provision of services. Students take one broad-based core course, Library Services to Children and Young Adults, in which they begin to acquire the knowledges and abilites to perform the duties of the school library media specialist.

For a limited period of time, all students review and study more intensely the sociological, psychological, and economic factors which influence the provision of service to children and young adults. The interrelationships of service to the two user age groups are explored, as well as of the various types of libraries and other agencies and institutions serving youth. Use by young people of adult materials receives emphasis. For the remainder of the course, the students form two classes, one treating service to children, the other, service to young adults. Means of fulfillment of the recreational, informational, informal educational, and formal educational needs of the user age groups are defined.

These courses are built around the identification of kinds of user needs and means of fulfillment through library services. The provision of services is approached from a systems orientation and draws on the understandings and abilities acquired in the first part of the core curriculum. In order to serve each identified user need, the student studies what service might appropriately be offered and how to plan, prepare, implement, and evaluate it. Treatment of bibliographical tools, the organization of materials, the literature of the age group, the production of materials, educational technology, administration, and any other necessary element is integrated into the study of the provision of the particular kind of service. Opportunity for the student to specialize in a particular segment of the user group,

such as the gifted, retarded, or disadvantaged, is built into each learning activity.

Part One of the core curriculum provides foundations in the elements of which these services are composed: Knowledge of the user; his communications needs and their fulfillment by various types of social agencies and institutions and technological means; the structure, retrieval, and use of information and knowledge; how to help and work effectively with others; and how to evaluate results and make use of relevant research findings.

Field Trip and Work Activity: One week is spent in observation at an outstanding school media center. The student participates in work activity provided that this lends itself to the situation.

Body of the Curriculum: Joint Program with Future Teachers

The body of the curriculum, to extend over the spring semester and both summer sessions, consists of courses taken jointly with students enrolled in the Master of Education degree program. Mastery of the appropriate knowledges and abilities required for performance of the duties of the school library media specialist are strengthened and tested in application. Wherever appropriate, learning activities are designed to permit the future teachers and librarians to work together in teacher-librarian teams in planning, preparing, implementing, and evaluating instructional units and to explore related educational factors

which might be directed toward facilitating the implementation of the team approach and helping insure conditions which would enhance its effectiveness. Students elect courses to prepare them for serving the age and grade levels in which they have chosen to specialize.

Following is a sampling of courses which appear to be typical of those which would lend themselves well to joint teacher-librarian preparation. They are taken from the Bulletin of Information, School of Graduate and Professional Studies, Department of Curriculum and Instruction, Kansas State Teachers College, Emporia.

Early Childhood Education

Principles of Preschool Education. Activities and experiences suited to the needs of young children, procedures and materials involving stories, music, play activities, and creative media. Observation in the preschool setting with emphasis on program content and the role of the supervisor.

Materials, Equipment, and Facilities in Early Childhood Education. Analysis of current materials, equipment and facilities relevant to Early Childhood Education. Study of processes by which young children make use of materials for developmental learning. Independent work in the development of new curricula, materials, and procedures for teaching.

Advanced Observation-Participation, Early Childhood Education. Supervised participation with 3 and 4 year old chil-

dren. Experiences in planning, administering and evaluating nursery school programs. Staff meetings with laboratory school personnel are to be included. Prearrangement and consent of instructor required.

Elementary Education

Seminar in Elementary School Curriculum. This course provides an investigation of acceptable curriculum practices and patterns in the modern elementary school. It is designed to assist experienced school personnel in obtaining an understanding of present influences and trends affecting the curriculum of the elementary school of today with a view toward implementing programs of curriculum improvement in their own school situations. Selected projects by individual class members or groups will supplement class discussions, lectures, and curriculum library work.

Workshop in Contemporary Elementary Science Curriculum. An introduction to the contemporary elementary school science curriculum, materials, philosophy, and teaching techniques. The course will provide laboratory experiences and microteaching using recently developed curricular materials.

Improvement of Instruction in Elementary School Mathematics. The fundamental purpose of this course is to familiarize the student with current methods advocated for instruction in arithmetic, some of the research in the field, and recent trends with reference to the arithmetic curriculum. Definite

attempt will be made to interpret this theory in terms of actual classroom situations in order to make the course as helpful and as practical as possible for the student. A major portion of the time will be devoted to the discussion and development of specific arithmetic procedures and projects.

Modern Curriculum Developments in Elementary Social Studies. A substantive methods course designed for elementary teachers. Emphasis upon an analysis of the problems and issues involved in the elementary social studies curriculum, the application of reflective teaching techniques, and the use of instructional resources and materials.

Improvement of Instruction in Elementary Social Studies. This course is designed to assist prospective and in-service teachers to understand procedures for teaching social studies meaningfully, content material appropriate for social studies instruction at the various levels, and present influences and trends affecting the teaching of elementary social studies. Concepts and materials developed in this class will be related to actual classroom situations in order to make this course a worthwhile teacher experience. A considerable amount of time may be used in individual and group projects.

Improvement of Instruction in Language Arts. This course emphasizes the skills, understandings, and values developed through the teaching of oral and written communication.

Tools for communication and self expression included in spelling, manuscript and cursive writing, grammar, listening, literature, speaking, vocabulary, and creative expression through the use of writing and dramatization will be reviewed. Teaching language arts as a separate unified subject and through correlation with other areas of the curriculum will be studied in terms of the development of each child within the classroom and current research findings.

Reading Improvement in the Elementary School. A survey of organization, function, and evaluation of the reading, kindergarten through six. Areas of study include instructional materials and techniques, reading readiness, classroom developmental and remedial reading programs, reading in the content fields, use of tests and audio-visual materials, various systems of teaching reading, and research related to reading.

Reading Conference. The reading conference will consist of lectures, discussion periods, films, exhibits, and related activities in the area of reading. This will provide an opportunity for teachers to improve their teaching techniques in the reading and language arts areas, an insight into new methods of teaching, a knowledge of how others are using newer concepts and techniques in practice, an acquaintance with professional authorities in these areas, and a review of the most recent publications in children's

literature and other materials related to reading.

Advanced Observation and Participation (Elementary). Graduate students, under individual arrangements will observe, teach, and do research work in the laboratory school.

Junior High Education

The Junior High School in American Education. Physical, mental, social, and emotional growth have particular aspects at the junior high level not found at the elementary or high school levels. These factors are considered in relation to the instruction, to the curriculum, to the extra-class activities, and to the total school program of the junior high school.

Improvement of Instruction in the Junior High School. Examination of learning theories appropriate to junior high school level. Intensive investigation of teaching techniques for use in a single discipline or block-of-time related fields. Research conducted with respect to the latest trends in teaching the early adolescent according to his needs and interests - physical, mental, social. Demonstrations, use of audio-visual aids, and teacher involvement. Intended for teachers and administrators in junior high.

Secondary Education

Improvement of Instruction in Secondary Schools. The purpose of this course is to acquaint the secondary school

teacher with the newer materials and programs of instruction in various areas of specialization. Effective instructional techniques for functional learning will be stressed. Extensive use will be made of consultants and resource people from various curricular areas.

Secondary School Curriculum. Foundation of curriculum development, relation of curriculum and instruction, evaluation and improvement of instruction.

Seminar in Curriculum and Instruction in Secondary Social Studies. This course is designed primarily for secondary social science teachers working toward the Master of Science and Specialist in Education degrees. Emphasis will be placed upon the historical development, curriculum structure, and content of the secondary social studies program. Special attention will be given to current research, methodology, and evaluation in social studies instruction.

Reading Improvement in Secondary Schools. This course is structured to aid secondary school teachers in dealing with problems of reading improvement and study skills. Within the design of the course are two objectives: meeting the needs of the average and superior readers as well as those who are below average in reading skills, and promoting the concept on the part of secondary school teachers that every teacher should be a teacher of reading. Phases of the

total reading process covered in this course are word recognition at various levels, tools for word recognition and vocabulary development, classroom skills, the application of reading skills, methods of studying, reading rate and comprehension, writing, and reading.

Secondary Education I. Extensive observation of adolescents and demonstrated teaching techniques via closed-circuit television in cooperation with the secondary laboratory school. Emphasis on selected readings derived from major constructs of teacher education in the areas of history and principles of education, human growth and development, theories of learning, and theories of teaching.

Secondary Education II. Extensive participation in the teaching-learning process in the classrooms of the secondary laboratory school in conjunction with selected readings derived from major constructs of teacher education in the areas of educational psychology and instructional methodology.

Advanced Observation and Participation (Secondary). Graduate students, under individual arrangements, will observe, teach, and do research work in the laboratory school.

Multiple Levels

Seminar in Understanding the Disadvantaged. A seminar-

workshop of interest to both elementary and secondary teachers and administrators. Major topics to be included are (1) a definition and introduction to the problems and concerns of the children and youth of disadvantaged subcultures, (2) their special learning problems, and (3) meeting their educational needs through curriculum, content, and method designed to capitalize on and broaden their experience. Community study, use of consultants, individual and group activity will be used.

Critical Issues in American Education. Consideration of the most important problems facing American education. Individual presentations to be followed by group discussion. Authorities on various phases of education will be utilized as consultants.

Educational Media. The adaptation of new materials for a well-balanced and workable unit for the improvement of instruction and communication of ideas. A final production project required.

Seminar in Reading. Various reading problems encountered by elementary and secondary teachers will be considered in this seminar. Study and discussion will be based on actual situations which have developed in the classroom.

Introduction to Programmed Instruction. This course is intended to provide a general introduction to programmed learning and teaching machines, with an emphasis on the

use of these materials in elementary and secondary schools. The course will consist of program writing, program evaluation, survey of teaching machines and educational technology, the general principles of learning involved in programmed learning and a review of the research on programmed learning.

Improvement of Instruction in Science Education. Emphasizes the development of modern teaching materials in the field of science. Lectures, demonstrations, observation, committee work, individual conferences.

Workshop in Aerospace Education. An introduction to elementary principles, concepts, and developments of air and space travel with particular attention to the impact of these developments on culture, economy, and institutions. Designed to prepare teachers to use aerospace content in planning and teaching. Will be conducted in cooperation with the Kansas Aviation Education Council, the National Aerospace Education Council, and the Civil Air Patrol.

Seminar in Curriculum of the Rural and Community School. Surveys and investigation of the curriculum of small schools as found on a national, state, or local level. The students will select a specific area of curriculum improvement for detailed analysis and planning.

Internship

The student spends the second fall semester of the

program in an internship in a suitable, cooperating school library media center. The school library media specialist will have attended a special short seminar for media center supervisors. The internship is planned, coordinated, implemented, and supervised jointly by the cooperating librarians and the library school faculty. The attempt is made to place interns in schools which would continue to employ them at least throughout the remainder of the school year. During the internship the students are paid a salary slightly below that of the beginning professional librarian with the Master of Library Service degree.

During his internship, the library science student investigates and attempts to solve an actual problem or experiments with the application of a new concept or method.

Master's Seminar

At the end of the second fall semester, following the internship experience, the student returns to the Library School and participates in a concentrated one week seminar. The students present and defend their internship project in response to the comments, questions, and criticisms of the other members. The seminar synthesizes the experiences of the Master's program. Current trends, issues, problems, and future directions in identifying and serving user needs are reviewed in perspective of priorities. Students are expected to demonstrate that they are able to take positions on library issues and alternative approaches and base logical decisions and plans for action of the positions

taken.

Other Aspects and Interpretation of the Curriculum Program Method: The methods used in the program reflect the rationale and the learning objectives set forth above. Student initiated inquiry as well as team work with future teachers in planning, preparing, implementing, and evaluating instructional units are the primary learning modes. Through individual work, independent study, or group projects, students can specialize in a subject area, a particular type of user, such as the disadvantaged, or other particular aspect of school library media service.

Games built around urban problems, minority groups, transactional analysis, and other interpersonal and social concerns and approaches help the students develop further empathy toward all kinds of users, awaken in the students a desire for creative change to move the profession forward, and organize for themselves a value system in regard to their contribution to the profession. Simulation techniques and videotape presentations of student role playing involving faculty meetings, meetings with school administrators, and with parent groups give students an opportunity to discuss and formulate policy decisions which would facilitate the fulfillment of learning objectives through the teacher-librarian team approach.

Routines and factual material are presented through programmed instruction. The operation of audiovisual

equipment, for example, lends itself well to a videotape demonstration with equipment on hand for the student to operate step by step as he views the procedure.

The joint body of the curricula for future teachers and librarians is taught by a library science and education professor team in a flexible course structure which permits freedom in planning to meet specific student learning needs. Periods may be devoted to a meeting of the class as a whole, separate meetings of the library science and education students with their professors, small group meetings of teacher-librarian teams, presentations of team work results, evaluation of the team presentations, or role playing followed by discussion of the enacted situation.

Transition measures for implementing the curriculum and the methodology would include provision of lead time through a weekly luncheon for informal talks between education and library school faculty throughout one semester. They would discuss their work and their goals in a general way. The following semester they would plan a pilot project which would involve a limited number of courses. The pilot project would be put into operation the semester following the planning semester. During the period of initial experimentation with the courses taken jointly by future teachers and librarians and into which the teacher-librarian team approach has been integrated, formal and continual evaluation would give direction to final plans

for the full-scale operation of the degree programs, the Master of Library Service and the Master of Education, with a common curriculum body.

Integration: The curriculum aims to provide the student with an integrated view of school library media service. Focus is on determining the nature of the user's expressed and unexpressed needs for library service and then whether the needs might most effectively be filled through a book, a nonbook item, a government publication, a computer service, other means, or a combination of these. Evaluation of the efficiency with which the system of organization facilitated the retrieval of materials is undertaken, and recommendations for improvement made. In addition to treatment in Part One of the core, intellectual freedom, nonbook materials, government publications, machine applications, information retrieval, and the organization of materials are treated throughout the curriculum wherever appropriate, and applicable research or pertinent historical backgrounds are drawn on to help clarify and solve a particular service problem at any point in the curriculum. A multiplicity of isolated courses in many segments of the school library media field is avoided.

Continuity and Sequence: The subject matter of the curriculum progresses in a logical sequence from the general to the specific, the elementary to the complex, and the theoretical to the practical. The core introduces the student to the broad knowledges and abilities basic to providing library

services to all types of users. Later the student applies this background directly to school library media service practice when planning appropriate cooperative measures with other types of libraries. The core also contains the basic background knowledges and the skill components of the acquisitions, cataloging, reference, and library operations functions, with emphasis on the complete cycle in the service process.

The student takes an increased measure of responsibility in planning, preparing, implementing, and evaluating school library media services and programs throughout the curriculum, beginning with observation, continuing with micro-teaching in the body of the curriculum, and culminating in the internship investigation. The master's review seminar traces the core content through the body of the curriculum and evaluates the application of theory to practice.

Articulation: In this curriculum design, the Master of Library Service and Master of Education degree programs, separate but partially joint programs, build on the bachelor's degree in teacher education. Preparation for the positions of head school library media specialist and district school library media specialist requires study beyond the master's level. Continuing education programs for the school library media specialist are necessary not only for updating and reinforcing the specialist's knowledges and abilities but also as a means of evaluating the

Master's program.

All teacher and librarian preparation would preferably begin on the master's level in separate but partially joint programs so that the undergraduate program for both could be devoted entirely to the liberal arts. The librarianship program would educate librarians to fulfill their unique role as a member of the teaching team and to work with students individually and in groups. Thus, they would not be required to obtain the Master of Education degree which is awarded to teachers. After completion of the Master's degree in librarianship and several years of experience, they could then obtain the additional education needed to qualify for the advanced positions of head school library media specialist and district school library media specialist.

Many courses would appropriately be recommended as a pre-librarianship curriculum, such as those in the fields of psychology, sociology, administration and management, mathematics, computer science, and a reading knowledge of a foreign language. The presence of a pre-librarianship requirement in college catalogs could serve as a recruitment device.

An implication for further study, suggested by this analysis of school library media specialist preparation, is that the same kind of curriculum design could be applied to preparing all other types of librarians. Graduate library schools could each specialize in service to a different clientele and plan a program in collaboration with an appropriate field such as that proposed for the school library media specialist. For example, students desiring to go into

public library service would benefit from joint preparation with those who will later work in adult education; academic and special librarians with future researchers and professors in a subject area.

Part Two of the Core Curriculum for adults would treat identification and fulfillment through appropriate library services of these adult needs: (1) Informational, informal educational and recreational needs; (2) Needs of adults enrolled in programs of formal academic education; and (3) Needs of the scholar-researcher. In units of courses in which joint activities of librarians with others involved in working with adults are not appropriate, benefits would nonetheless be derived through mutual discussion of the issues treated. Library school students would, of course, be required to fulfill the prerequisite for the field on the undergraduate level.

The potential effect of preparation in a joint program on the development of mutual respect and rapport between librarians and adult education specialists, researchers, and professors is not known. More positive and supportive attitudes on the part of librarians toward the other groups and vice versa would lead to more effective working relations between them to the benefit of the clientele served. The hypothesis is submitted that awareness and appreciation of the role of the librarian on the part of his colleagues who also serve his clientele would increase to a major degree and would result in greater responsiveness to his initiative in

providing services and in more frequent use of him as a member of educational and research teams.

Evaluation: The immediate criterion against which to evaluate this curriculum design is whether the student upon completion of the program has the knowledges and competencies, or abilities, to perform the duties of the school library media specialist. The knowledges, abilities, and duties have been set forth by the AASL School Library Manpower Project.

The evaluation crucial to testing long-range fulfillment of the objectives is the extent to which the graduate performs as a member of a teaching team in collaboration with classroom teachers and exercises a leadership role in effecting necessary changes toward facilitating this end.

Evaluation of the impact of the curriculum on job performance of the school library media specialist is facilitated through the internship arrangement. The graduate remains in the school for at least the remainder of the academic year after receiving the Master of Library Service degree at the end of the second fall semester. The school library media specialist who has supervised the intern's investigation is in a position to continue to help toward evaluation and improvement of the Master's program through observation of the graduate's performance. The library school would also seek constructive criticism of the Master's program from its graduates.